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ABSTRACT

This paper describes the types of stories in the second year of the Southwest Regional Laboratory (SWRL) Reading Program and contains specifications for each type of story. The stories are described in terms of their characters and plot content, procedures for selecting new-word content, and word-usage and story-length specifications. This document was first issued as part of an SWRL memorandum by H. J. Sullivan (1970). The original text has been somewhat edited by Bruce Cronnell and Roger Scott to reflect current decisions on program structure. (Author)

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SOUTHWEST REGIONAL LABORATORY TECHNICAL NOTE

DATE: November 7, 1972

NO: TN 3-72-37

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This paper describes the types of stories in the second year of the SWRL Reading Program and contains specifications for each type of story. The stories are described in terms of their characters and plot content, procedures for selecting new-word content, and word-usage and story-length specifications. This document was first issued as part of a Laboratory memorandum by Sullivan (1970). The original text has been somewhat edited by Bruce Cronnell and Roger Scott to reflect current decisions on Program structure.

STORY SPECIFICATIONS FOR THE SECOND YEAR OF THE SWRL READING PROGRAM

The SWRL Reading Program is based on the use of spelling-to-sound correspondence rules (as described in Berdiansky, Cronnell, and Koehler, 1969). For use in reading instruction, such rules must be sequenced to provide for cumulative development of reading skills. Berdiansky, Stanton, and Cronnell (1971) have specified recommended rules and word populations for each year in the four-year program.

The story content for the first-year of the Program has been previously specified (Sullivan et al., 1969). The present paper specifies the stories for the second-year. The stories are described in terms of their characters and plot content; procedures for selecting new-word content are given; and word-usage and story-length specifications are included.

STORY TYPES

There will be a total of 76 stories in Second-Year Reading. These include 46 Fantasy Stories, and 30 Fiction Stories. Basic characteristics of each type of story are outlined below:

Fantasy Stories:

Prototype Stories: Mod 1 SYCSP Fantasy Books

Characters: No specific set throughout series. Both people (primarily children) and animals (primarily non-domestic and non-forest) should appear frequently as characters. First-Year animals (Sullivan et al., 1969) are prohibited.

Plot Types: Broad range of literary genre. Heavy on games and adventure. Also mystery, science fiction, humor, a limited number of fairy tales, and from 3-5 poems.

Fantasy Stories (cont.)

Art Style: Varied by story. Cartoon, stylized, and contemporary.

Function: Established a basic¹ vocabulary of rule-based and non-rule-based words.

Fiction Stories:

Prototype Stories: Mod 1 SYCSP Fiction Books

Characters: Four families similar to those in Mod 1 SYCSP Fiction Books.

Plot Types: Mostly everyday adventures and games involving the children with each other and occasionally with their parents. Stories should include more action and less dialogue than Mod 1 SYCSP Fiction Books.

Art Style: Realistic, as in Mod 1 SYCSP Fiction

Function: Provide for acquisition by the children of additional rule-based words through use of word-attack skills.

WORD USAGE AND STORY-LENGTH SPECIFICATIONS

Outlined on the following page for each type of story is the total number of new words per story, the source of the new words, and the minimum frequency for each new word in the first story in which it appears. There are no repetition requirements for new words after the first story. Procedures for selecting the new words for each type of story are described later in this paper.

¹The children should be able to sound out most rule-based words contained in the Fantasy Stories, so that they should acquire the words initially on a word-attack basis, rather than learning them by sight. However, the Fantasy Stories and accompanying instruction are designed to ensure that the children do acquire a basic reading vocabulary on a sight basis, in the event that they cannot read the words using word-attack skills.

<u>Type of Story</u>	<u>New Words per Story</u>	<u>Source of New Words</u>	<u>Minimum Usage in First Story</u>
Fantasy	5-8	All exemplars of rule(s) listed in Appendix B for that story	3
Fiction	6-8	5 as specified in Appendix B from either all exemplars of the rule or from the word-attack exemplars in Appendix D. 1-3 unused exemplars from the same source of content specified in Appendix B for the Fiction words for the immediately preceding rule for which a Fiction Story was written.	2

Acceptable ranges of story lengths for each type of story are listed below. Within a given sequence of stories, as grouped below, the length should increase from the earliest stories in the group to the latest stories.

<u>Fantasy Stories</u>		<u>Fiction Stories</u>	
<u>Story Numbers</u>	<u>Number of Words</u>	<u>Story Numbers</u>	<u>Number of Words</u>
1-15	250-350	1-10	250-350
16-30	300-425	11-20	325-450
31-45	350-500	21-30	425-550

There will be no limit set on sentence length at this time. However, very long or complicated sentences are to be avoided by the writers and excised by the editor. Other guidelines on sentence structure and style for all types of stories are listed below:

- Subject-verb-object order should be used most frequently in sentences.
- Complete sentences are to be used in all narration.

. Sentence fragments may be used in dialogue when appropriate.

. No sentences should start with the conjunctions and or but.

. The maximum number of clauses in compound and complex sentences is two.

. The maximum number of prepositional phrases in order is two; unless specific exceptions are made by the editor.

. Idioms and excessive description are to be avoided.

. Common non-dated colloquial expressions (i.e., normal conversation colloquialisms) may be used in dialogue.

The beginning word list for both types of second-year stories is presented in Appendix A of this paper. New words available for use in subsequent stories vary with the type of story as described below.

<u>Story Type</u>	Available Words
Fantasy	All new words from previous Fantasy Stories
Fiction	All new words from previous Fantasy and Fiction Stories

Procedures for selecting new words for each type of story are described in the following section of this memo.

SELECTING NEW WORDS

Most new words for the second-year stories are exemplars of the most recently taught rule(s). Appendix B reveals that sometimes there is only a Fantasy story for a given rule, while on other occasions there are both Fantasy and Fiction stories. The procedures to follow in selecting the words for a story depend upon the number of stories for a rule and the source of new-word content for the Fiction Story, as specified for each rule in Appendix B. The word-selection procedures for each condition are listed below.

When a rule has a Fantasy Story only (e.g., Y19,² Fantasy Story 12)

Select any 5 exemplars of the rule(s)³ from the exemplars listed for the rule(s) in Appendix C.

When a rule has a Fantasy Story and a Fiction Story

If the source of new-word content for the Fiction Story is all exemplars of the rule--

1. Select concurrently for each type of story 5 exemplars of the rule (10 in all), as listed in Appendix C of this paper. Greater use in subsequent stories will be permitted for the Fantasy words than for any other type, so this should be considered in word selection. The child will be expected to sound out the Fiction words, so an attempt should be made to select familiar words that are judged to be rather easily "sound-outable" as Fiction words.
2. For the Fiction Story, select 1-3 exemplars from the immediately preceding rule (or set of rules, if the most recent Fiction Story was based upon 2 or more new rules) for which a Fiction Story was written. These exemplars must be selected from the same source of content specified for the Fiction Story for the immediately preceding rule. Add them to the 5 new words selected from exemplars of the present rule. Each Fiction Story should contain a total of 6-8 new words.

If the source of new-word content for the Fiction Story is the word-attack (W-A) instruction for the rule(s)--

1. Select the 5 Fiction words for the rule(s) from the list contained in Appendix D of this paper.
2. Select the 5 Fantasy words from all remaining exemplars of the rule as listed in Appendix C.
3. For the Fiction Story, select 1-3 exemplars from the immediately preceding rule or set of rules for which a Fiction Story was written. These exemplars must be selected from the same source of content specified for the Fiction Story for the immediately preceding rule. Add them to the 5 new words selected as exemplars of the present rule.

² Numbers refer to spelling-to-sound correspondence rules, described in Berdiansky et al. (1969, 1971).

³ If two rules are listed for any type of story, (e.g., U11, EE10 + E18, Fantasy Story 11), at least two exemplars of each rule must be selected as new words for the story.

REFERENCES

Berdiansky, B., Cronnell, B., & Koehler, J. Jr. Spelling-sound relations and primary form-class descriptions for speech-comprehension vocabularies of 6-9 year-olds. Technical Report No. 35, 1969, Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, California.

Berdiansky, B., Stanton, G., & Cronnell, B. Design for sequencing spelling-to-sound correspondences in Mod 2 reading program. Technical Memorandum TM 2-71-03, 1971, Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, California.

Sullivan, H.J. Mod 2 SYAP stories. Memorandum, February 4, 1970, Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, California.

Sullivan, H.J., Stanton, G., Connolly, L., Wiesbauer, M., & Larson, J. Content and specifications for the 1970-71 first-year reading books. Development Memorandum DM13, 1969, Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, California.

APPENDIX A

BEGINNING WORD LIST FOR ALL SECOND-YEAR STORIES

a all am an and Ann ant are ask at
 back bad bam band bank be bed bell belt bend bent
 best box Bud but
 camp can crack crash cut
 Dash den did dig dip dish dot down drum duck dust
 fell fish fix from fun
 get glad go grass
 had ham has he help hid hill him his hop hot
 I in it's it
 job jump just
 keep
 land lend let lid Lil lit lock log lot luck
 man map Mat mask me melt met mop mud must
 nap Nat need nest net next nip not now
 of on out
 pack Pam pan Pat path pen pick pin Pip pit play
 pond pop put
 rent rest rock Ruff run
 sack sad said sand sat see sell send sent set she
 shell ship shop shut sick sink sit skid skip skunk
 slam slick slid slip smash Snap sock spell spin spot
 steep stick still stop stuck sunk swim
 tack tank Ted tell ten tent thank that the then
 them there thick think this tin Tip to top track
 trap tree trick trip truck trunk tub Tut
 up us
 want we well went wet will wink wish with
 yell yes yet you

APPENDIX B
NEW WORD CONTENT FOR SECOND-YEAR STORYBOOKS BY RULE AND STORY TYPE

New Content by Type of Story				
Rule	Story No.	Fantasy Content	Fiction	
			Story No.	Source of Content
<u>ing</u> ¹ ending (added to base word only)	1	5 or more previous words with <u>ing</u> added	No story (--)	
<u>ing</u> ending (with final consonant doubled)		5 or more previous words with <u>ing</u> added	--	
<u>ed</u> ending (added to base word only)	3	5 or more previous words with <u>ed</u> added	--	
<u>ed</u> ending (with final consonant doubled)	4	5 or more previous words with <u>ed</u> added	--	
<u>es</u> ending	5	5 or more previous words with <u>es</u> added	--	
<u>'s</u> ending	6	5 or more previous words with <u>'s</u> added	--	
			1 & 2	Names of Fiction Story characters
NG10	7	5 exemplars	3	Word-Attack Practice List (W-A)
A11 + E18	8	5 exemplars	4	A11
I11	9	5 exemplars	5	A11
O11	10	5 exemplars	6	A11
U11; EE10 + E18	11	5 exemplars	--	
Y19	12	5 exemplars	--	

¹ The following endings may be used with any previous or permissible word within a given type of story after the ending has been taught and word-repetition requirements satisfied: s, ing, ed, es, 's, er, ly, y.

New Content by Type of Story

<u>Rule</u>	<u>Story No.</u>	<u>Fantasy Content</u>	<u>Story No.</u>	<u>Fiction Source of Content</u>
C11, G11	13	5 exemplars	7	W-A
A21	14	5 exemplars	8	W-A
021	15	5 exemplars	9	All
U21, I21, & 022	16	5 exemplars	10	W-A
Non-rule words	17	<u>give</u> , <u>have</u> , <u>your</u> , <u>do</u> , plus one unused exemplar of previous rules	--	
Compound words ²	18	5 exemplars	11	All
E21 (comparative and noun forms of previous words)	19	5 or more previous Fantasy or first-year words with <u>er</u> added	12	Any previous word with <u>er</u> added
Y17 (<u>ly</u> ending)	20	5 or more previous Fantasy or first-year words with <u>ly</u> added		
Y17 (base word + <u>y</u>)	21	5 previous Fantasy or first-year words with <u>y</u> added	13	Any previous word with <u>y</u> added
CH10, TCH10	22	5 one-syllable exemplars	14	W-A
WH10, QU10	23	5 one-syllable exemplars	15	W-A
Non-rule	24	<u>what</u> , <u>who</u> , <u>was</u> , plus two unused exemplars of previous rules	--	

Both base words in any compound word selected for the Fantasy Stories must previously have appeared in the Fantasy or first-year stories. Both base words for Fiction Story compound words must have appeared previously in either first- or second-year stories. Any compound word meeting these requirements may subsequently be used in Fantasy or Fiction Stories without being listed as a new word, but no more than two new compound words may be included in any single story.

New Content, by Type of Story

Rule	Story No.	Fantasy Content	Story No.	Fiction Source of Content
AY10	25	5 exemplars	16	W-A
EA11	26	5 exemplars	17	Any one-syllable exemplar
0011	27	5 exemplars	18	All
OW11	28	5 one-syllable exemplars	19	W-A
A23	29	5 exemplars	--	
O23	30	5 exemplars	20	All
Non-rule	31	<u>were</u> , <u>here</u> , <u>where</u> , <u>they</u> , plus one unused exemplar of previous rules	--	
I22	32	5 exemplars	--	
EA31	33	5 exemplars	21	W-A
0012	34	5 exemplars	22	All
OW12	35	5 exemplars	23	All
O31	36	5 exemplars	24	W-A (O31 & U31)
U31	37	5 exemplars	--	(See above)
Y17	38	5 exemplars	25	W-A
Non-rule	39	<u>any</u> , <u>many</u> , <u>very</u> , <u>one</u> , <u>once</u>	--	
LE22	40	5 exemplars	26	W-A
VCCe	41	5 exemplars	27	W-A
E17 & E21 (2 syllable)	42	5 exemplars	28	W-A

New Content by Type of Story

<u>Rule</u>	<u>Fantasy</u>		<u>Fiction</u>	
	<u>Story No.</u>	<u>Content</u>	<u>Story No.</u>	<u>Source of Content</u>
017, I17	43	5 exemplars	29	W-A
A17	44	5 exemplars	30	All
Non-rule	45	<u>door, floor,</u> <u>flood, dwarf,</u> <u>castle</u>	--	

TOTAL RULES = 47

TOTAL STORIES

45

30

= 75

APPROXIMATE NO.
OF NEW WORDS

225

220

= 445

APPENDIX C SECOND-YEAR RULES AND EXEMPLARS

RULE

EXEMPLARS

ing ending

Any previous word with ing added

ing ending

Any previous word with final consonant doubled when ing is added

ed ending

Any previous word with ed added

ed ending

Any previous word with final consonant doubled when ed is added

es ending

Any previous word with es added

's ending

Any previous word with 's added

NG10

bang ding gang hang hung king rang ring
rung sang sing sung thing wing

bring clang sting stung swing swung

spring string long song strong

All 7 E18

ale ape ate

bake cake came cane cape cave date fade
fake game gate gave hate lake late made
make malé mane name pane rake safe sale
same save shade shake shame shape shave
take tale tame tape wade wake wave bare
care dare share

blade blame blaze brake brave flame frame
grade grape grave plane plate scale skate
slave snake stale state trade scare stare

scrape

bike bite time dine dive fine fire five
hide hike hire live kite life like line
live(adj) mile mine nine pile pine pipe
ride ripe shine side size tide time tire
wide wife wine wipe wire

bride drive prize slide smile tribe

strike stripe

011

ore

bone coke cone dope hole home hope joke
mole note poke pole robe rode rope vote
woke more shore sore tore wore

broke drove froze score smoke spoke stole
stone store stove snore

cube cute June mule rule tube

breeze freeze sleeve sneeze

by cry dry fly fry my sky try by shy

ice

face lace mice nice race rice

cent

place price slice space trace twice

gee

age

cage huge page

stage

arm art

bar car far jar

bark barn card cart dark farm hard mark
park part shark sharp yard yarn

star

scarf smart start

or

for

born cord corn fork fort horn short torn
worn

sport stork storm

011

EE10 + E18

Y19

C11

G11

A21

021

U21

fur purr

burn curb curl hurt turn

burnt

bird birth dirt shirt girl third

stir

first thirst

skirt

word work worm

world worst

022

Compound Words

bathtub cannot deerskin catfish cutout
fishpond lipstick gumdrop into pickup
sunset tomcat milkman onto pigpen uphill
upset outside

herself himself itself myself

beehive teenage bathrobe pancake bedtime
drugstore inside milkshake cupcake jumprope
sunshine upside

fireplace homemade icebox fireworks homework
workshop

E21 (comparative
and noun forms of
previous words)

baker banker batter camper cutter drummer
freezer fibber flyer helper hunter jumper
player robber runner singer starter swimmer
winner farmer zipper thinker miner rider

Y17 (ly endings)

badly bravely gladly hardly lonely nicely
partly sadly safely shortly warmly weekly
softly

Y17 (base + y)

bumpy curly daddy dirty dolly dusty fatty
fluffy funny furry fuzzy hilly lucky messy
mummy muddy puppy rocky sandy skinny sleepy
sticky stormy sunny thirsty foggy Shorty

CH10

check cheek chill chin chip chop

much such

chance chart chest chirp chore chunk church

bench bunch inch lunch march pinch porch
punch ranch

branch

cherry chicken children chipmunk chubby

sandwich

TCH10

itch

catch match patch pitch witch

stitch switch

scratch stretch

hopscotch

catchup kitchen pitcher

WH10

why

wheel when which whip

whale while white

QU10

quack queen queer quick quit

quart

square squeeze squirm squirt

quicksand

quickly

squirrel

AY10

day hay lay may pay say way

play pray stay

spray

maybe playmate runway Sunday today birthday
daytime driveway

away

crayon prayer player

EAll

pea sea tea flea peanut teacup teapot

meal real seal steal really

team dream steam scream stream

each beach peach reach teach teacher
teaching

cheap

eagle leash peace

ear dear fear hear near rear tear year
clear earring near-by nearly

eat beat cheat heat meat neat seat treat
eaten beaten heater neatly

beak leak weak sneak squeak leaky squeaky

bean mean clean

beast least Easter

bead lead read leader

leaf

leave

beanbag cleanup seashore seasick seaweed
steamship

beater cleaner leader

0011

boo moo zoo

moon noon soon spoon teaspoon balloon
cartoon

room broom bedroom broomstick classroom
lunchroom bathroom playroom

scoop

tooth toothpick

rooster

cool fool pool tool stool toolbox

boot shoot scooter

food

roof

poor

spooky

0W11

own

bow low' mow row show

bowl shown

owe

blow crow glow grow slow snow throw

blown grown thrown shown

grownup scarecrow snowflake snowman snowstorm
slowpoke

owner

borrow elbow follow pillow window yellow

slowly snowy

A23

all ball call fall hall tall wall small
fallen baseball hallway snowball
snowfall

salt salty

023.

roll

old cold fold gold hold goldfish sold
told scold golden holder

I22

find kind mind blind blindfold

child wild

EA31

dead head read bread thread spread forehead
instead ahead ready

bear pear tear wear

deaf death breath breakfast sweater

0012

book cook look bookcase cookbook notebook
shook took booklet

good wood stood good-by firewood redwood

foot bearfoot

wool

whoopie

OW12

owl

bow cow how now wow

down town

brown clown crowd crown drown frown growl

bowwow

flower powder power shower tower

031

won

grandson someday something sometime

son

come done love month none shove some

from

front glove

sponge

lonesome

oven

above among color cover lovely Monday
nothing shovel wonder

U31

bull bush full pull push put

armful bashful careful cupful handful
playful spoonful bulldog

bullet bully butcher pudding

Y17

army belly berry buddy bunny candy cranky
dizzy dummy empty golly grizzly sunny happy
hungry hurry jelly jolly kitty merry nasty
party penny safety shinny silly sixty sorry
story tardy teeny ugly

LE22

ankle apple bottle bubble buckle bundle
candle cattle circle freckle gentle jungle
little marble middle needle

paddle pickle puddle purple puzzle rattle
ruffle saddle scribble simple sparkle tickle
tumble turtle twinkle uncle

VCCe

badge bridge edge fudge

dance fence prance prince since

rinse

else

horse nurse purse worse horseback

carve curve serve starve large

E17 + E21
(2 syllable)

after better bitter butter center cracker
dinner enter hammer holler ladder letter
lobster lumber matter member mister monster
murder number pepper rubber scatter silver
sister slipper sucker summer supper thunder
timber corner order barber under upper winter
pitter-patter teeter-totter

perfume

western

darkness illness sadness sickness

bitten blacken deepen dotted fatten flatten
harden ridden rotten sharpen

actress garden happen kitten mattress mitten
pavement princess sudden

basket blanket bonnet bracelet bucket carpet
jacket locket market midget picket puppet
ticket trumpet

kernel nickel pretzel tinsel tunnel

absent forest hundred perfect problem

button cannon canyon carton cotton gallon
lesson pardon person ribbon

actor doctor mirror stubborn tractor

bandit napkin rabbit pumpkin pencil
tennis goblin

dentist artist

alike alive alone asleep awake awoke along
across

extra rascal signal arrest

backward burglar collar dollar forward
mustard upward

fireman workman

017

117

A17

APPENDIX D¹
SOURCE OF NEW-WORD CONTENT FOR SECOND-YEAR FICTION STORIES

Fiction Story Number	Rule	Content for Word-Attack Instruction			
3	NG 10	<u>-ang</u> rang sang bang gang	<u>-ing</u> ring sing king thing	<u>-ong</u> song long strong	<u>-ung</u> rung sung hung stung
7	C 11	<u>-ice</u> nice mice rice twice	<u>-ace</u> face race space place		
	G 11	<u>-age</u> cage page stage			
8	A 21	<u>-ar</u> far car jar star	<u>-art</u> part cart start smart	<u>-ark</u> mark dark bark park	<u>-ard</u> hard card yard
10	U 21	<u>-ur/-urC</u> fur burn turn hurt curb curl			
	I 21	<u>-irt</u> dirt shirt skirt	<u>-ird</u> bird third	<u>-irst</u> first thirst	

¹This appendix was compiled by Leslie Bronstein and Mas Okada. For the rules listed, the new-word content for the Fiction Stories must be selected from the words used in word-attack instruction, as shown opposite the rule. For all other second-year stories, the new-word content may be selected from among all exemplars of the rule.

O 22 -or/-brC/-orCC
 word
 work
 worm
 worst
 world

14	CH 10	<u>ch-</u> chin chip chop cheek	<u>-ch</u> much such	<u>-nch</u> lunch bunch punch pinch bench	<u>-rch</u> march porch church
----	-------	---	----------------------------	--	---

TCH 10 -itch
 witch
 pitch
 switch

-atch
 match
 catch
 patch
 scratch

15	WH 10	<u>wh-</u> why when wheel which white while whale
----	-------	--

QU 10 qu-
 quit
 quick
 quack
 queen

squ-
 square
 squeeze
 squirt

16	AY 10	<u>-ay</u> say may day way	<u>-ay</u> play pray stay spray
----	-------	--	---

19	OW 11	<u>-ow</u> row low bow snow show	<u>-own</u> shown grown blown thrown
----	-------	---	--

21

EA 31

-ead
head
read
dead
bread
thread
spread

-ear
bear
tear
pear
wear

24

O 31

-on
son
won

-one
none
done

-ome
some
come

-ove
love
shove
glove

U 31

-ull
full
pull
bull

-ush
push
bush

-ful
armful
cupful
handful
playful

25

Y 17

-lly
belly
jelly
jolly
silly

-nny
sunny
bunny
penny

-rry
berry
merry
hurry
sorry

26

LE 22

-ddle
middle
paddle
puddle
saddle

-cle/-kle
uncle
ankle
circle
sparkle

-ckle
pickle
tickle
buckle
freckle

-ttle
little
bottle
battle
rattle

27

VCCe

-dge
fudge
edge
badge
bridge

-nce
fence
since
prince
dance

-rse
nurse
purse
horse

-rve
serve
curve
carve
starve

28

E 17

-ness

sadness

darkness

sickness

-en

rotten

kitten

mitten

garden

-et

market

jacket

ticket

basket

E.21

-tter

letter

better

bitter

butter

-ter

sister

mister

monster

winter

29

O 17

-on

lesson

ribbon

button

person

-or

actor

tractor

mirror

doctor

I 17

-in

napkin

pumpkin

goblin

-it

rabbit

bandit

-ist

dentist

artist